

Draft  
9/26/05

September, 2005

## Strategic Planning Progress Report Fiscal Year 2005

**Cabinet:** Kentucky Department of Education  
**Contact:** Gene Wilhoit, Commissioner

**Highlights:** In 2001, the Kentucky Board of Education adopted a strategic plan based on the long-term goal of all schools and students reaching proficiency by 2014. The board established ambitious goals for teaching and leadership quality and strong supportive learning environments in schools. Progress has been made in all areas since 2001. Kentucky schools and students continue to move toward proficiency. Dropout rates declined significantly to an historic low. The number of emergency certified teachers dropped. Record numbers of Kentucky teachers earned national certification. Technology became accessible to more students and teachers. Kentucky Virtual High School continued to grow. A variety of targeted grant programs assisted schools in being responsive to the non-academic needs of students and their families. The Kentucky Department of Education has streamlined its operations, focused its energies on the most effective ways to improve student performance and increased its efforts to support district staff in improving their schools. In current dollar terms, SEEK base funding per pupil remained essentially unchanged.

The performance targets in this document have been established in a variety of ways. Student performance targets are based on steady annual progress toward proficiency by 2014. Other targets are based on the current performance of Kentucky's highest performing schools. Some are based on standards set by state or national groups. Wherever possible, results are stated in terms of the percentage of schools or students meeting the established performance standard. Also, where data is availability, results have been reported separately for elementary, middle and high schools.

### GOAL 1: HIGH STUDENT PERFORMANCE

Since the enactment of the Kentucky Education Reform Act of 1990, Kentucky schools have made significant progress toward the goal of proficiency by 2014. As measured by the Commonwealth Accountability Testing System (CATS) as a score of 100, all schools have made some progress toward the goal, most schools have made adequate progress to reach 100 by 2014, and a few schools have already reached the goal. The percentage of young children served by high quality preschools is at a record level. For the first time in more than 30 years, dropout rates declined significantly. Record numbers of high school students are taking rigorous courses in preparation for postsecondary education and careers. Areas that need attention include performance gaps among subgroups of students, high school performance, attendance and student failure rates.

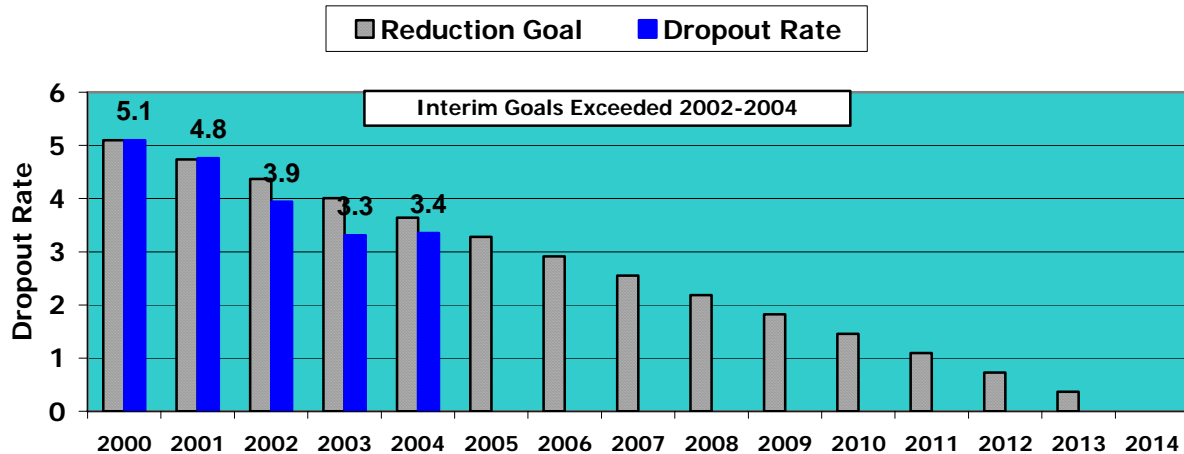
#### Objective 1.1 Every student in school and making strong progress

Status: Action Plan in Progress

The Kentucky Department of Education (KDE) is addressing all objectives through focused and coordinated initiatives. Special emphasis has been placed on dropout reduction and reducing performance gaps among subgroups of students to meet requirements adopted by the General Assembly in 2002 (Senate Bill 168).

Performance Indicator 1.1.1. Decrease the dropout rate overall and in all subcategories\*

### High School Student Dropout Rate



### Dropout Reduction: Schools

	Year	Statewide Percentage Rate Grades 9-12	Percent of High Schools Meeting Goal of Less Than 5%
Baseline	1999-2000	5.10	68
Actual	2003-2004	3.35	87.2
Target	2005-2006	4.00	100

### Dropout Reduction: Students

	Year	Male	Female	White	African-American	Hispanic
Baseline	1999-2000	6.0	4.1	4.8	7.8	6.7
Actual	2003-2004	3.91	2.77	3.22	4.56	4.77
Target	2005-2006	3.5	2.3	2.8	4.5	3.8
Target	2013-2014	0	0	0	0	0

*Note:* **Overall reduction goal for 2006 exceeded.** Dropouts are students who leave a school at any time after initially enrolling and who do not enroll in another public or non-public school. The dropout rate is calculated using national standards, by dividing the number of dropouts by the total number of students enrolled (fall membership - from 2<sup>nd</sup> month Growth Factor Report). Interim targets are on a straight line from the baseline to the long term target. Data Source: Nonacademic Data, 1993-2003 (KDE)

Performance Indicator 1.1.1.a. Increase graduation rate overall and in all subcategories.

### High School Graduation Rate

	Year	Percent of Students Graduating on Time	Percent of Schools Meeting AYP Standard
Baseline	2000-2001	79.7	
Actual	2003-2004	81.3	90
Target	2005-2006	85	93
Target	2013-2014	100	100

*Note:* Graduation rate definitions conform to federal NCLB Act. Data for subgroups of students will be maintained. Data Source: Nonacademic Data, 1993-2003 (KDE)

Performance Indicator 1.1.2. Decrease student failures (retentions), particularly in the 9th grade, and in all subcategories

### Student Failure Rates

	Year	All Students	Ninth Graders
Baseline	1999-2000	4.0	11.8
Actual	2003-2004	3.3	10.8
Target	2005-2006	3.1	9.8

*Note:* The retention rate is the percentage of students who are required to repeat a grade or, in high schools, who do not earn enough credits to be considered a member of the next highest class. Retention rate reduction targets have been established for student subgroups (based on gender, ethnicity, disability, poverty and English language proficiency). For each subgroup, the baseline is the actual rate for 2002 and the target for 2014 is based on the overall performance of Kentucky's highest performing schools in 2002. Interim goals for each subgroup are determined by a straight-line trajectory from the 2002 baseline to the 2014 goal. Data Source: Nonacademic Data, 1993-2003 (KDE)

Performance Indicator 1.1.3. Increase student attendance rates

### Student Attendance Rates

	Year	Percentage of ADA	Percentage of Schools with at Least 96%		
			Elementary	Middle	High
Baseline	1999-2000	94.2	20	14	5
Actual	2003-2004	94.3	24	12	3
Target	2005-2006	95.2	55	48	45
Target	2013-2014	96	100	100	100

*Notes:* Data Source: Nonacademic Data, 1993-2003 (KDE)

**Performance Indicator 1.1.4. Increase participation in high quality preschool programs**

Update available 9/30

**Preschool Participation**

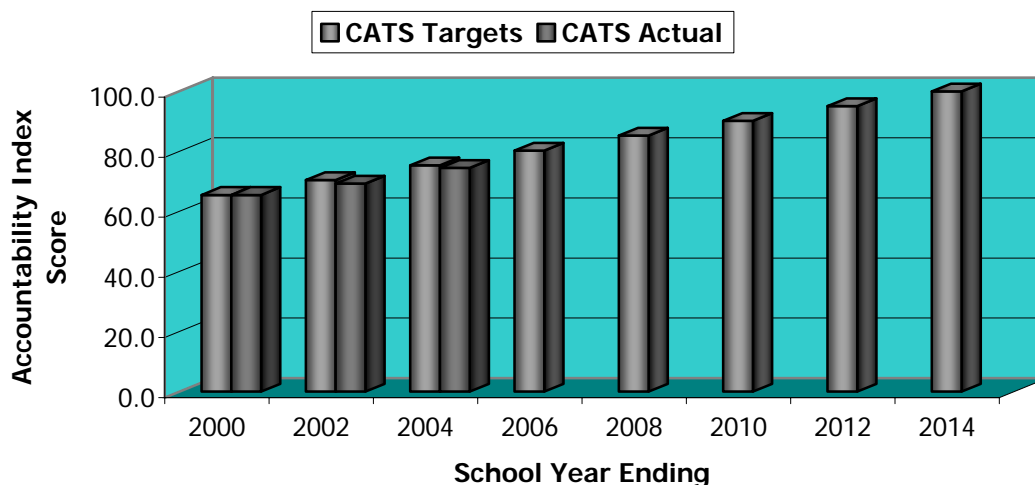
	Year	Percent Enrolled
Baseline	2000-2001	85
Actual	2003-2004	94
Target	2005-2006	100

**Note: Progress is significant.** Participation includes children served through the state-funded preschool program and federally funded Head Start. The two programs have comparable operational standards and frequently blend or jointly operate services. In the future, children served through child care programs rated as four-star under the new child care quality rating set by the Division of Early Childhood Development will be included as well. Estimates of eligible children are based on free-lunch eligible four-year-olds (43 percent of all four-year-olds in Kentucky) and preschoolers with developmental delays (estimated at 13 percent of all children). Data source: School district elementary enrollment data (KDE) and Head Start enrollment data (Head Start Collaboration Office)

**Objective 1.2. Every student achieving at high levels**Status: **Action Plan in progress**

KDE is addressing all objectives through work plans developed during 2001 and revised in 2003-2004. KDE continues to maintain high performance standards for students, teachers, schools and districts, to measure performance against those standards and provide targeted help to those most in need. Highly skilled educators assist the lowest performing schools. Other staff work with districts to identify needs and provide or arrange for assistance.

Performance Indicator 1.2.1. Increase school accountability index scores (by reducing novice and apprentice level learners)

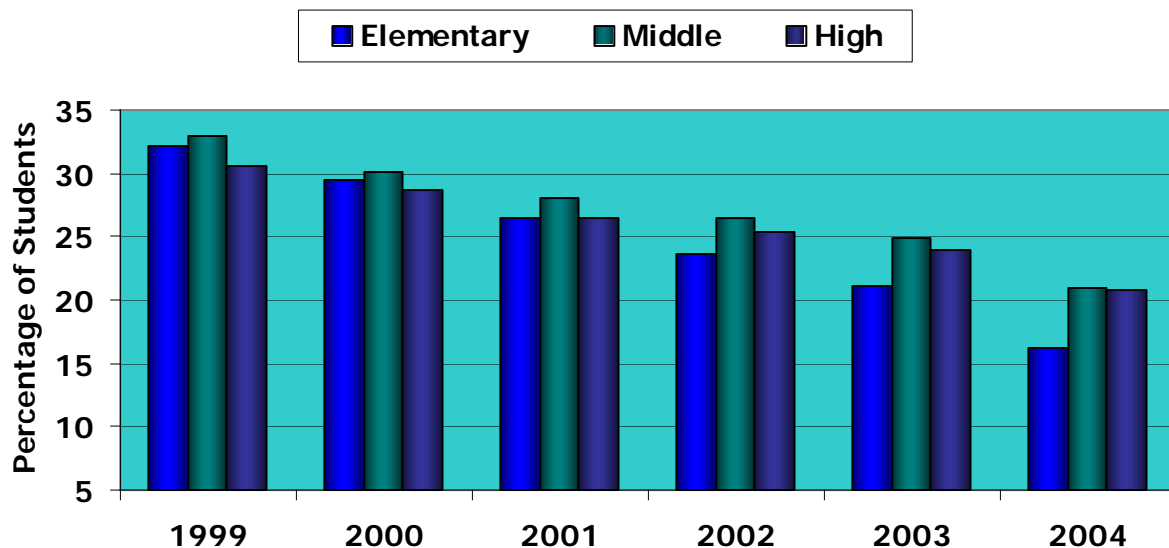
**Overall Accountability Index Scores**

### Student Performance Levels: Accountability Index

	Year	Accountability Index*			
		All	Elementary	Middle	High
Baseline	1998-2000	65.5	67.5	64.9	64.1
Actual	2002-2004	74.5	78.8	72.8	71.8
Target	2004-2006	80.3	79.8	75.1	74.9
Target	2012-2014	100	100	100	100

*Note:* By 2014, all schools are to reach or exceed 100 on the Commonwealth Accountability Testing System (CATS) index. The graph represents an unweighted average of the elementary, middle and high school indices. The 2000-2002 statewide gains were slightly short of the amounts needed to be on track for meeting the 2014 target. The second chart shows the percentage of schools meeting their goals for academic achievement and dropout and novice reduction. The charts below show the percent of students performing at the lowest (novice) level and the percent of schools on track to reduce novice performers to no more than 5 of students by 2014. Data Source: CATS Scores Reports (KDE)

### Novice Reduction: Students



	Year	Percentage of Students at Novice Level		
		Elementary	Middle	High
Baseline	1999-2000	31	32	30
Actual	2002-2004	19	23	22
Target	2005-2006	19	20	19
Target	2013-2014	5	5	5

*Note:* Data Source: CATS Scores Reports (KDE)

**Novice Reduction: Schools**

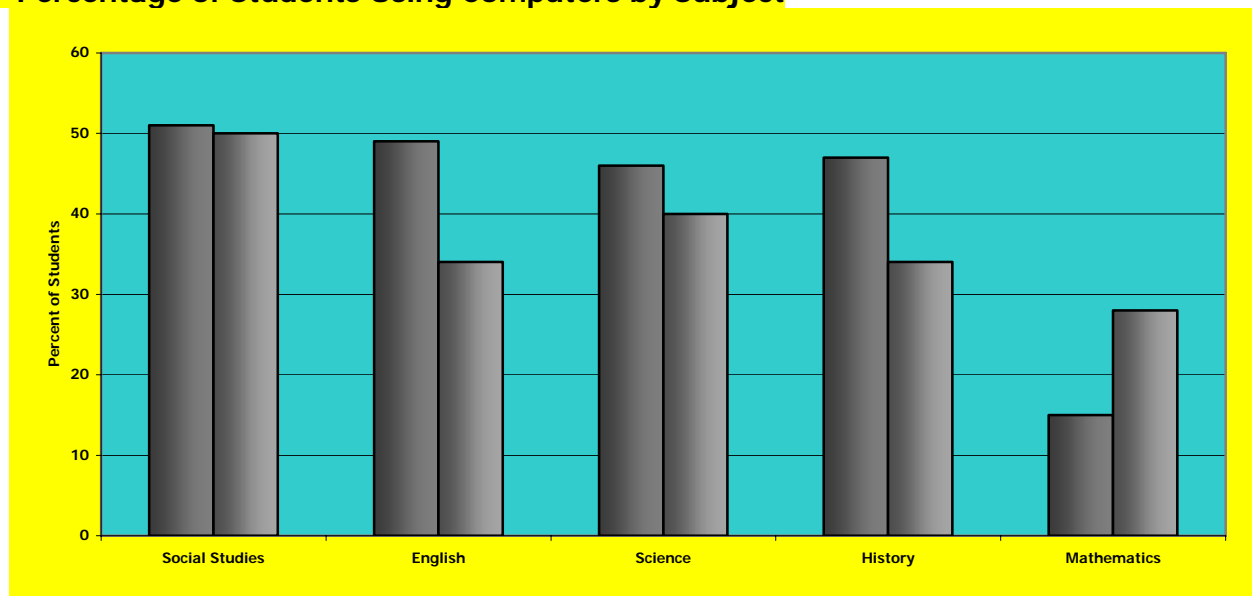
Novice Reduction	Year	Percentage of Schools Meeting Reduction Goal		
		Elementary	Middle	High
Baseline	2000-2002	67	55	50
Actual	2002-2004	87	72	58
Target	2004-2006	100	100	100

*Note:* Data Source: CATS Scores Reports (KDE)

**Performance Indicator 1.2.2. Increase school CTBS/5 scores****CTBS/5 School Performance**

	Year	Percentage of Schools at or above 50 <sup>th</sup> Percentile			
		All Schools	End of Primary	6 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Baseline	2000	59	67	55	48
Actual	2003	76	86	66	62
Target	2006	100	100	100	100

*Note:* The Commonwealth Accountability Testing System (CATS) includes performance on a norm-referenced test (CTBS/5). Kentucky's state average CTBS/5 for all grades tested was at or above the 50<sup>th</sup> percentile in 2003. Although there has been major progress in this area, not all schools are reaching this level. Data source: 2003 CTBS/S Results for Exiting Primary and Grades 6 and 9

**Performance Indicator 1.2.3. Close curriculum and instructional gaps through greater technology access and Use****Percentage of Students Using Computers by Subject**

**Notes:** KDE has had a Kentucky Board of Education approved Kentucky's Master Plan for Education Technology since 1992. The 1998-2000 Master Plan Update focused on improving teaching and learning for every Kentucky child: (1) to ensure equal access to technology for all students, teachers, and administrators; (2) to enable students to use technology to become independent life-long learners; (3) to empower teachers to use technology as a tool; (4) to develop a network for voice, video, and data that will connect all computers in every classroom, school, and district to global networks; and (5) to prepare Kentucky's children to work in the Information Age. Data Source: Education Week.

**Target** 2004 for Program of Studies; 2007 for Core Content for Assessment

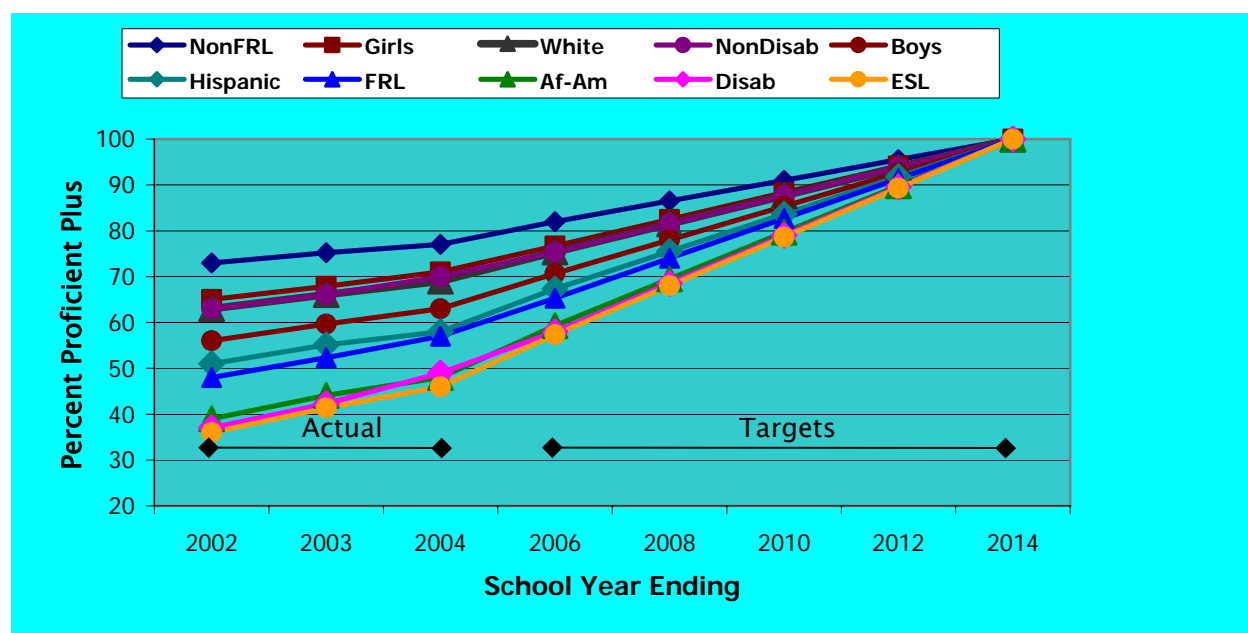
**Notes:** KDE has three initiatives for integrating technology into the Program of Studies (state course content and graduation requirements), textbooks, other instructional materials and Core Content for Assessment. (1) Field input: At a series of regional meetings, technology resource teachers and teachers representing all content areas provided suggestions for additions to the Program of Studies and evaluation methods for the integration of technology within the curriculum. (2) Pilot strategies: Anderson County Schools, ISTE and KDE conducted a joint pilot project utilizing mentoring, professional development, and portfolio evaluation process. (3) Competency assessment: A list of computer competencies to be expected of graduating seniors has been developed and a basic plan for a testing program is being explored to evaluate these competencies, beginning in the 8th grade. The plan is currently being expanded to include a version of the evaluation for Kentucky Community and Technical College Systems.

#### Performance Indicator 1.2.4. Increase student scores overall and by subcategories on all assessments

**Baseline** 2000-2002 CATS Scores

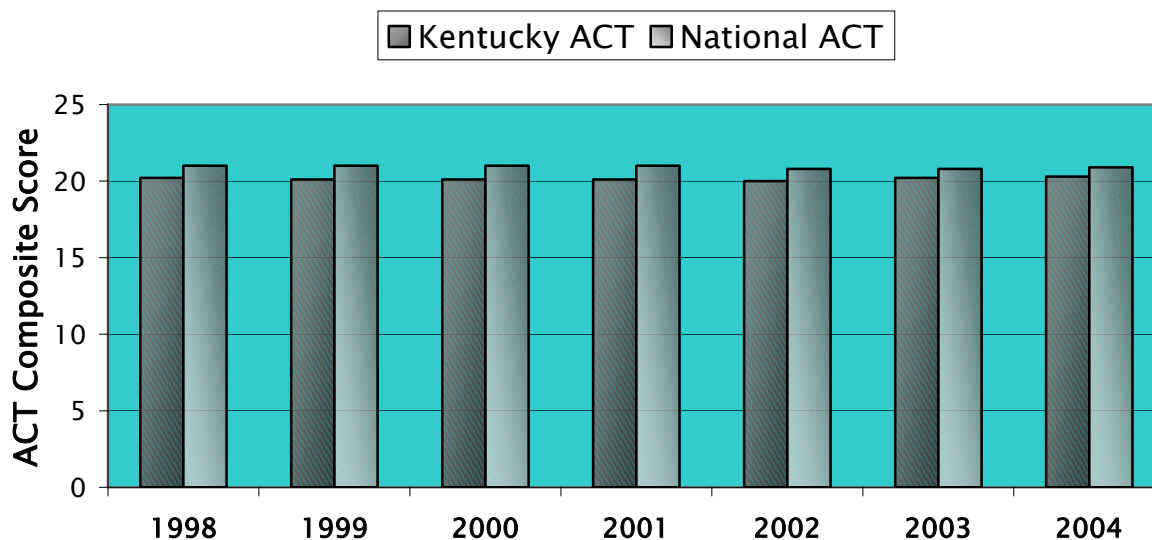
**Target** All students reach proficiency by 2014

#### Percent Proficient and Distinguished: Elementary Reading



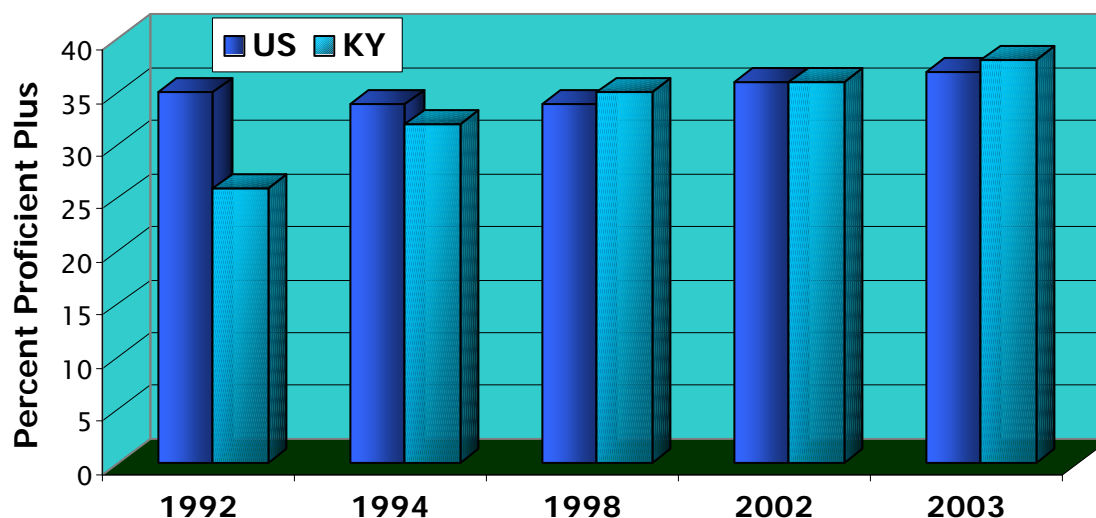
*Note:* For the Kentucky Core Content Test, performance targets have been established for subgroups of students based on gender, ethnicity, poverty, English language proficiency and disability for each level (elementary, middle and high) and in each of the tested subject areas (reading, writing, math, science, social studies, arts and humanities and practical living/vocational studies). The target for each subgroup is 100 of students performing at proficiency or above by 2014. The targets have a dual purpose: improvement by all groups and the elimination of achievement gaps between subgroups. The actual performances for 2002-2004 and the subgroup goals for elementary reading for 2005-2014 are graphed. Goals for other levels and subjects are available from KDE. Data Source: Kentucky Performance Report for state

### ACT Composite Scores



Performance Indicator 1.2.5. Increase state NAEP (National Assessment of Educational progress) scores

### NAEP Grade 4 – Percent Proficient or Better



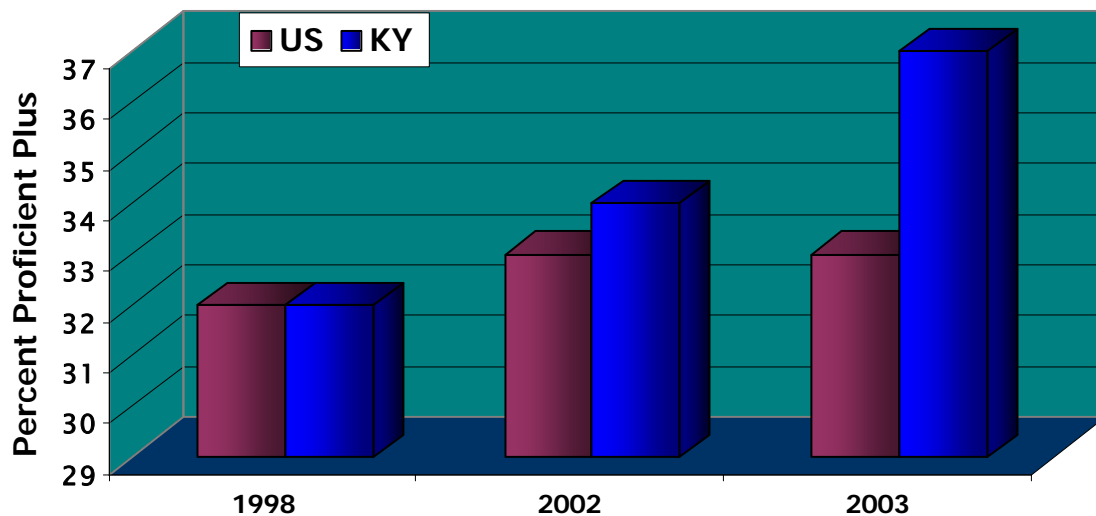
	Year	Reading	Writing	Math	Science
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Baseline	2000*	29	27	17	29
Actual	2003	31	NA	22	NA
Target	2014	100	100	100	100

*Note:* \* Reading baseline is 1998; writing baseline is 2002. Writing and science tests were not administered in 2003.  
Data Source: National Assessment of Educational Progress (NAEP) State Report for Kentucky

### NAEP Grade 8 – Percent Proficient or Better



	Year	Reading	Writing	Math	Science
Baseline	2000*	30	21	20	29
Actual	2003	34	NA	24	NA
Target	2014	100	100	100	100

*Note:* \* Reading and writing baseline is 1998. Writing and science tests were not administered in 2003.  
Data Source: National Assessment of Educational Progress (NAEP) State Report for Kentucky

Performance Indicator 1.2.6. Increase percentage of students with Limited English Proficiency (LEP) who have attained English proficiency.

Baseline	To be established
Target	100 percent of LEP students will be proficient in English

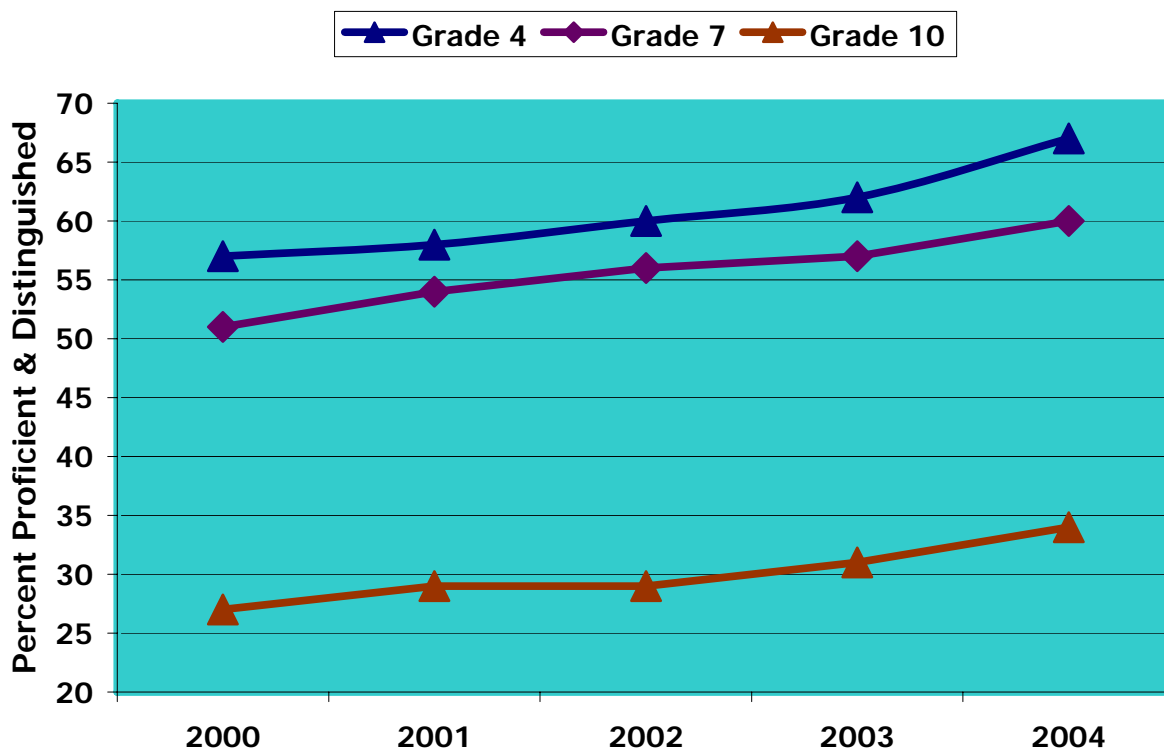
### Objective 1.3. Every student reading at or above proficient level

Status: **Action Plan in Progress**

Emphasis has been placed on literacy at all levels. Each school is expected to develop and implement a comprehensive literacy plan. Standards for school literacy efforts have been developed, and literacy program funds have been directed to schools with the largest numbers of readers not meeting CATS standards. Reading First will be implemented in 2003-2004 and beyond.

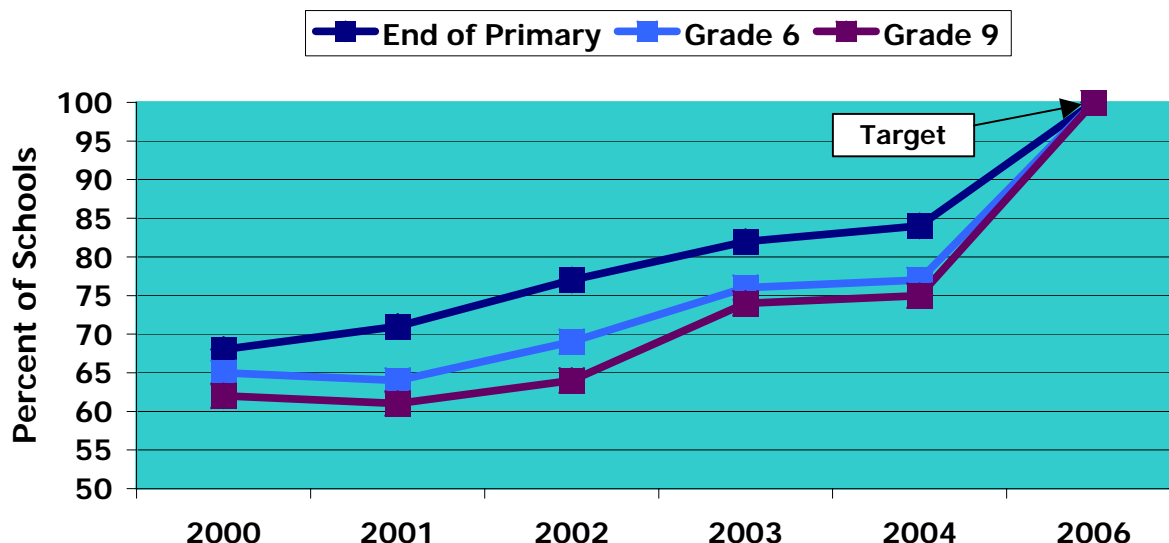
Performance Indicator 1.3.1. Increase reading scores of all students on all tests

### Reading: Kentucky Core Content Test (KCCT)



	Year	Percent Proficient or Better		
		Grade 4	Grade 7	Grade 10
Baseline	1999-2000	57	51	27
Actual	2003-2004	67	60	34
Target	2005-2006	73	71	53
Target	2014	100	100	100

*Note:* Data source: CATS Score Reports (KDE)

**Reading: 50<sup>th</sup> Percentile Plus on Comprehensive Test of Basic Skills (CTBS)**

	Year	Percent of Schools at or above 50 <sup>th</sup> Percentile			
		All	End of Primary	Grade 6	Grade 9
Base	1999-2000	65	68	65	62
Actual	2003-2004	80	84	77	75
Target	2005-2006	100	100	100	100

*Note:* Data source: CTBS/5 for exiting primary, grades 6 and 9

**Reading: ACT**

ACT Reading	Year	All Students	Females	Males	African-American	Hispanic
Base	1999-2000	20.6	20.7	20.5	16.9	19.6
Actual	2004-2005	20.8	21.0	20.6	17.0	20.1
Target	2005-2006	21.3	22.0	22.0	22.0	22.0

*Note:* Target is based on 2003 performance in high performing states where more than 50 of seniors took the ACT.

**Objective 1.4. Every KDE employee working to enhance student success**

Status: **Action Plan in progress**

KDE is addressing all objectives through work plans developed during 2001 and revised in 2003-2004. Particular emphasis has been given to redirecting KDE resources (staff and grant dollars) to addressing Kentucky Board of Education priorities and needs identified by advisory groups of superintendents, principals, parents and local school board

members. A major joint initiative with the Education Professional Standards Board is the enterprise data system (MAX) directed by the General Assembly in 2000.

**Performance Indicator 1.4.1. Increase customer satisfaction with KDE services**

*Note:* Budgetary restraints delayed implementation of quantitative measurement.

**Performance Indicator 1.4.2. Shift agency focus to helping districts and schools resolve problems**

*Note:* In 2001, the Kentucky Board of Education clearly defined the mission of the agency as assisting all schools to reach proficiency by 2014. Agency leadership and staff teams are implementing initiatives to focus limited resources on priority areas (dropout reduction, literacy and closing achievement gaps). This effort will continue through 2005-2006.

**Performance Indicator 1.4.3. Increase internal and external collaboration focused on goals**

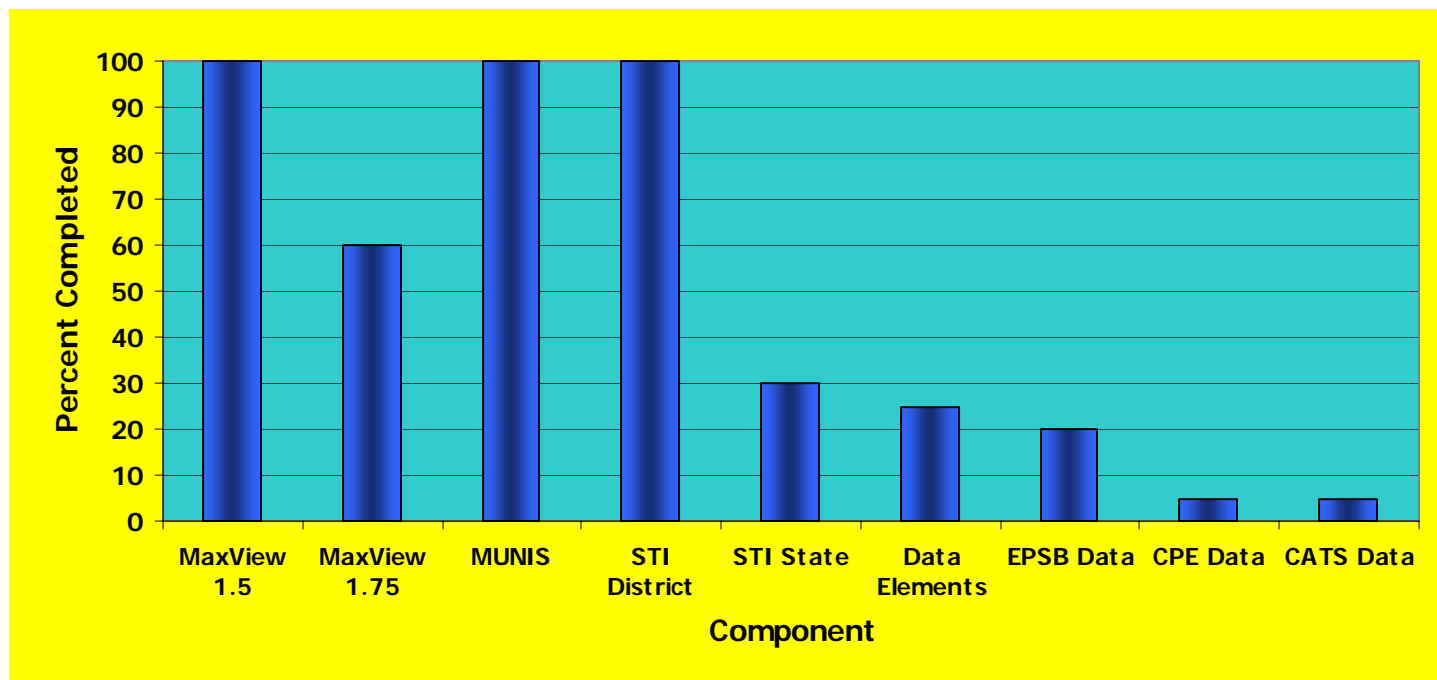
*Note:* In 2001 and 2002, KDE internal teams have focused on key issues, including student success, dropout reduction, achievement gaps, literacy, culturally responsive teaching/differentiated instruction, professional development standards, data collection, and student transition. To increase collaboration with outside partners, the Commissioner formed external advisory committees of parents, principals, superintendents and school board members. The advisory groups meet four to six times a year to discuss strategies related to KDE goals and objectives. The internal and external work led to a realignment of the agency. Refinement of this effort will continue during 2005-2006.

**Performance Indicator 1.4.4. Discontinue or merge redundant, inefficient and unaligned programs**

*Note:* Discretionary grants for schools are being awarded through a centralized process to ensure that resources are being targeted to help the lowest performing students and that various resources awarded to a school or district are coordinated. All financial functions associated with grant administration have been shifted to KDE's internal administration office. Through consolidated program technical assistance, a small KDE team will assist the school-district in integrating resources for student achievement, instead of conducting separate, multiple visits from different programs. Independent initiatives in several functional areas, including local leadership development, have been combined and centralized. Five achievement gap coordinators have been established to help schools and districts receive needed services from KDE Frankfort staff. These activities will continue through 2005-2006.

### Performance Indicator 1.4.5. Streamline the collection of data from schools and districts

#### Max, Munis and STI Implementation Status



*Notes:* KDE, the Education Professional Standards Board and the Council on Postsecondary Education created the enterprise data system (Max) in 2001 to store all financial, student achievement and teacher data in one central electronic data warehouse. This system will enable the agencies to collect electronically each data element only once from schools and districts each year, thus eliminating substantial duplicative paperwork at the school and district levels. It also means that users (policy makers, public, parents, districts, schools and KDE staff) will be able to access, download and analyze KDE data through KDE's Internet website. KDE has identified all data elements that it collects, has designed the data warehouse and the interface, has established data collection and security policies, and has made data sets available through the system. Data sets are scheduled to be added until all data is a part of the system. Implementation of the system will continue through 2005-2006.

### Objective 1.5. Every school accountable for student learning

Status: **Action Plan in Progress**

The Kentucky Education Reform Act of 1990 (as amended) and regulations adopted by the Kentucky Board of Education have established a school and district accountability system that sets biennial and long-range school improvement targets as measured by student performance on various measures.

#### Performance Indicator 1.5.1. Increase school accountability index scores, including a reduction in novice level learners

*Note:* See data in Indicators 1.2.1, 1.2.2 and 1.2.5

## Performance Indicator 1.5.2. Increase the percentage of schools making adequate yearly progress

**Schools Making Adequate Yearly NCLB Progress**

	Year	Percentage of Schools by Level			Districts
		Elementary	Middle	High	
Baseline	2003	73	32	45	31
Actual	2004	81	66	74	63
Actual	2005*	89	54	48	43
Target	2014	100	100	100	100

Note: Data Source: No Child Left Behind Briefing Packets, 2003, 2004 and 2005

\*Standards raised for 2005

**Objective 1.6. Every graduate ready for postsecondary education and/or work**

Status: **Action Plan in Progress**

To improve both college and job readiness for high school graduates, KDE is (1) working with high schools, Kentucky Virtual High School (KVHS) and other partners to provide opportunities for students in every high school to take Advanced Placement and dual credit classes, (2) expanding the scope of occupational skill standards certification, and (3) working to establish by 2006 a requirement that all graduates demonstrate basic technology skills.

## Performance Indicator 1.6.1. Increase rigor of secondary programs

**Students Taking One or More Advanced Placement Exams**

	Year	Students	Number of Students by Ethnicity				Exams	Rate*
			White	African American	Other Minority	No ID		
Base	1999-2000	5,964	5,440	128	348	48	9,069	111**
Actual	2004-2005	10,387	8,471	410	841	184	16,361	200**
Target	2013-2014							300***

Note: **Significant Gains Made.** Data Source: The College Board Kentucky Report 2004

\* Per 1,000 juniors and seniors in public high schools (Growth Factor Report)

\*\* Estimated from College Board and KDE Data

\*\*\* Median of the top 10 states in 2002

**ACT College Readiness Standards**

	Year	Percentage of Students Meeting ACT Standards		
		English	Math	Science
Base	1999-2000	64	27	21
Actual	2003-2004	64	32	22
Target	2005-2006	79	49	38

*Note:* For success in college courses, ACT says high school students need to score 18 or higher in English, 22 or higher in mathematics and 24 or higher in science. The chart shows the percentage of Kentucky students scoring at or above those levels. The target is the national percentages for 2000 plus 10 percentage points. Data Source: ACT Kentucky Report

### Participation in Kentucky Virtual High School: Districts

Districts Participating	Year	Number	Percentage
Baseline	2000-2001	55	31
Actual	2002-2003	165	94
Target	2005-2006	176	100

### Participation in Kentucky Virtual High School: Students

Students Participating	Year	AP Courses	Foreign Language
Baseline	2001-2002	1,037	155
Actual	2002-2003	2,100	390
Target	2005-2006		

*Note:* 100 percent of high schools have the technology and network access which makes it possible for them to offer online courses through KVHS. Districts and schools have been reluctant to pay the course fees which is hampering participation. In many schools, participation is restricted to only a few students who are on scholarships through the federal advanced placement grants. Legislation in 2002 (Senate Bill 74) upgrades requirements for advanced placement, International Baccalaureate, and dual enrollment (secondary-postsecondary) opportunities to increase the rigor of secondary programs.

### Students Taking Rigorous College Preparatory Courses

Students taking rigorous courses	Year	Number	Percentage
Baseline	2000	13,885	47
Actual	2005	18,114	60
Target	2006	All	100

*Note:* Data Source: ACT Kentucky Report

### High School Students Participating in Career and Technical Organizations

	Year	Number of students	Percentage of All High School Students
Baseline	2000-2001	39,379	23
Actual	2004-2005	44,701	
Target	2005-2006	52,138	28

*Note:* Data Source: KDE Division of Career and Technical Education

Performance Indicator 1.6.2. Increase students meeting skill standards in career areas

### Students Earning Vocational Skills Credentials

	Year	Number of Students
Baseline	2000-2001	1,077
<b>Actual</b>	<b>2004-2005</b>	<b>5,564</b>
Target	2005-2006	4,605

*Note: **Target exceeded.*** In 2004-05 there were 19 assessment areas based on career clusters and career majors, in conjunction with the Workforce Development Cabinet. The goal was to increase the number of secondary students earning skill certificates by 10 percent each biennium. The initial increase was 162. In 2005-06, one assessment area is being eliminated due to changes in low participation over the six years of testing. Data Source: KDE Division of Career and Technical Education

### Performance Indicator 1.6.3. Increase students meeting full graduation requirements

*Note:* Computer Technology Skills for all students have been developed with input and endorsement of the standards from stakeholder groups. KDE is working in collaboration with the Kentucky Community and Technical College System to solicit input from various sources for possible on-line assessment instruments to use in verifying student proficiency. This activity will continue in 2004-2006. By 2006, all graduates should be able to demonstrate basic technology skills.

### Performance Indicator 1.6.4. Increase students enrolling in and continuing in postsecondary education

#### High School Graduates Entering Postsecondary Education

	Year	Percentage of Graduates
Baseline	1999-2000	57.8
<b>Actual</b>	<b>2003-2004</b>	<b>59.5</b>
Target	2005-2006	65.0
Target	2013-2014	80.0

*Note:* The interim target is compatible with the Council on Postsecondary Education's Strategic Plan. The long term target is the median of the top performing states in 2003. Included are students attending colleges in Kentucky, out-of-state colleges and vocational/technical schools. Data source: Nonacademic Data 1993-2003 (KDE)

### Other Significant Accomplishments related to the Goal:

During the 2000-2004 school years, KDE targeted the six school districts in Kentucky with the largest African-American student population for special targeted assistance in order to increase the percentage of minority and low socioeconomic-status students who are reaching proficiency in all subjects. (These school districts serve more than 75 of all African American students in the state.) The schools in the project have engaged in extensive data analysis and reviews of their approaches to teaching and learning. These schools have responded by focusing their professional development resources on differentiated learning and other practices designed to boost the achievement of low-performing students. Analysis of performance data will determine further steps.



## GOAL 2: HIGH QUALITY TEACHING AND ADMINISTRATION

The objectives include preparing teachers and leaders for high achievement of all students, attracting more teachers in shortage areas (subject matter and geographical) and retaining experienced teachers and administrators, particularly in schools with large proportions of minority or low income students. During 2001-2002, KDE sought and secured the General Assembly's support for allowing five districts to develop alternative teacher compensation plans. Those plans have been implemented and are being evaluated for effectiveness. KDE has also worked with partners to establish additional future teacher organizations in high schools and to attract additional students, including minority students, into teacher and administrator preparation programs.

### Objective 2.1. Every teacher competent, caring and qualified

Status: **Action Plan in progress**

The Kentucky Department of Education in partnership with the Education Professional Standards Board, teacher preparation institutions, regional cooperatives and local school districts is working actively to increase the number of certified teachers, increase on-the-job support for teachers early in their careers and provide effective professional development.

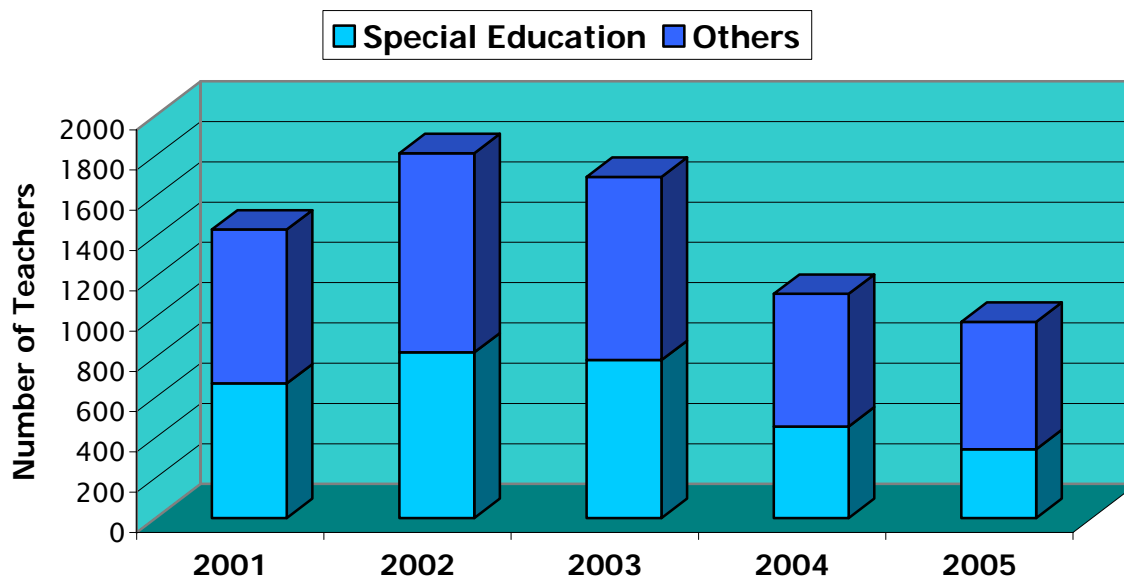
Performance Indicator 2.1.1. Increase classes taught by highly qualified teachers

#### Classes Taught by High Qualified Teachers

	Year	All Classes Percentage	High Poverty Percentage	Midlevel Poverty Percentage	Low Poverty Percentage
Baseline	2003-2004	94.6	97.7	94.1	95.3
Actual	2004-2005	97.2	96.0	97.5	99.4
Target	2005-2006	100	100	100	100

*Note:* In response to the federal No Child Left Behind Act, the Kentucky Education Professional Standards Board (EPSB) established standards for determining "highly qualified" status as a teacher. EPSB applied the standards to Kentucky's working classroom teachers for the first time in 2003-2004. Data Source: 2003-2004 Highly Qualified Teacher Summary (EPSB)

### Active Teachers with Emergency Certificates



Emergency Certified Teachers	Year	Number of Teachers		
		Special Education	All Others	Total
Baseline	2000-2001	668	764	1,432
Actual	2004-2005	341	633	974
Target	2005-2006	0	410 (1% of total)	410

*Note:* The number of emergency certified teachers declined in 2002-2003, reversing a trend. The downward trend continued for 2003-2004. Data source: Education Professional Standards Board

### Performance Indicator 2.1.2. Increase new teachers who continue to full certification (1<sup>st</sup> 5 years)

*Note:* Data analysis system under development by Education Professional Standards Board.

### Performance Indicator 2.1.3. Increase students enrolled in teacher preparation programs

#### Undergraduate Full Time Teacher Preparation Program Enrollment

	Year	Total	White, not Hispanic	Minority	Minority Percentage
Baseline	2000-2001	8,389	7,625	644	7.7
Actual	2002-2003	8,106	6,973	601	7.4

*Note:* Data Source: Education Professional Standards Board

### Performance Indicator 2.1.4. Increase retention of experienced teachers

*Note:* See Performance Indicator 2.1.2

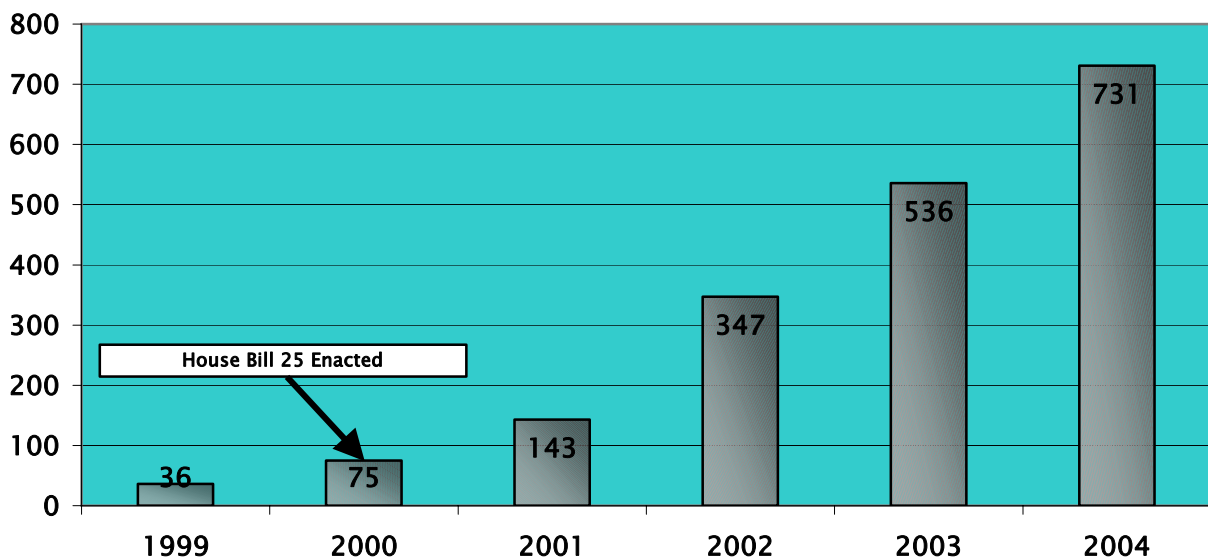
## Performance Indicator 2.1.5. Increase teacher participation in high quality professional development

**Teachers Engaged in Content-Focused Professional Development**

	Year	Percentage
Baseline	1999-2000	96.3
Actual	2003-2004	98.6
Target	2005-2006	100

*Note:* Data Source: School Report Card files

## Performance Indicator 2.1.6. Increase the number of nationally certified teachers

**Nationally Certified Teachers in Kentucky**

	Year	Number Added	Total Certified
Baseline	2000	39	75
Actual	2004	192	731
Target	2020	100 per year	1,220 (1 per school)

*Note:* House Bill 25 (2000 General Assembly) established a goal of 1 nationally certified teacher per school by 2020. Data Source: NBCTs by State, National Board for Professional Teaching Standards

## Performance Indicator 2.1.7 Increase qualified paraprofessionals

	Year	Percent Qualified
Baseline	2002-2003	60%
Actual	2003-2004	89%
Target	2005-2006	100%

**Objective 2.2. Every principal an instructional leader**Status: **Action Plan in Progress**

Since 2001-2002, KDE has provided a network of mentor coaches to support principals in schools below the assistance line (not meeting goals) during the 2000-2002 interim accountability cycle. KDE will continue to assist principals in the lowest performing schools based on CATS results and scholastic audits. The focus is on the leadership standard (Standard 7) in the *Kentucky Standards and Indicators for School Improvement*. The principals will be supported by highly skilled educators in their efforts to meet the standards.

Performance Indicator 2.2.1. Increase the number of principals demonstrating mastery in leadership

**Schools Meeting All State Accountability Goals**

Schools Meeting All Improvement Goals	Year	Percent Meeting All Accountability Goals			
		All Schools	Elementary	Middle	High
Baseline	2000-2002	47	56	36	26
Actual	2002-2004	55	71	41	29
Target	2004-2006	100	100	100	100

*Note:* Data Source: CATS Accountability Reports

**Objective 2.3. Every school an equitable place to work and learn**Status: **Action Plan in progress**

Based on a review of 2000-2002 results from scholastic audits and feedback from the field, KDE has redirected its efforts toward providing intensive services that support an equitable, supportive learning environment for teaching and learning, according to Standards 4-5: School Climate indicators in the *Kentucky Standards and Indicators for School Improvement*. Initiatives in this area include the Minority Student Achievement project, work with the Commissioner's Equity Council and General Assembly on closing achievement gaps (Senate Bill 168) and minority recruitment and retention.

Performance Indicator 2.3.1. Improve student performance results in all schools

*Note:* See data for Performance Indicators 1.2.1, 1.2.2 and 1.2.5.

Performance Indicator 2.3.2. Increase the percentage of students, parents and staff who perceive the school as equitable

*Note:* Equity for students includes fairness in access to high quality curriculum, high quality teachers and instruction, and instructional resources. Equity for teachers includes fairness in employment practices, accessing instructional resources, Individual Growth Plan support, time and schedule decisions and policy structure. Measurement of perceptions requires a survey, funds for which were not available during 2002-2004.

## Performance Indicator 2.3.3. Increase diversity of instructional and leadership staff in schools

**Diversity among Teachers**

	Year	Percentage of Teachers		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	3.7	0.4	4.1
Actual	2003-2004	3.7	0.6	4.3
Target	2005-2006	6.5	1.8	8.3
Target	2013-2014	11.0	4.0	15.0

*Note:* Data Source: KDE Office of District Support Services

**Diversity among School Leaders**

	Year	Percentage of Certified Non-Teaching Staff		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	4.3	0.2	4.5
Actual	2003-2004	4.0	0.3	4.3
Target	2005-2006	6.9	1.7	8.6
Target	2013-2014	11.0	4.0	15.0

*Note:* The 2014 target is based on the current percentages of minority students plus slight projected growth. The 2006 target is based on equal annual increases from 2001 to 2014. Data Source: KDE Office of District Support Services

**Objective 2.4. Every local district supportive of teachers and students**

Status: **Action Plan in Progress**

KDE has several initiatives in place to help leadership at the district and school levels focus more effectively on improving student achievement. The *Kentucky Standards and Indicators for School Improvement* include standards for districts in supporting schools, and districts used this for developing comprehensive district improvement plans for 2002-2004 and subsequent years. A district scholastic audit process has been piloted. Increased attention is being given to the role of districts in school improvement. The initiatives are in preparation for district accountability requirements, effective 2004-2005.

## Performance Indicator 2.4.1. Increase superintendents demonstrating mastery in leadership

**Districts with All Schools Meeting Performance Goals**

	Year	Percentage of Districts	
		All Schools Meet Goals	80-99 Percent of Schools Meet All Goals
Baseline	2000-2002	7	8
Actual	2002-2004	10	10
Target	2005-2006	100	100

*Note:* Data Source: CATS Accountability Reports

**Administrator Preparation Standard for Technology**

	Year	Status
Baseline	2002-2003	In Development
Actual	2003-2004	Implemented
Target	2003-2004	Implementation

*Notes:* **Goal Achieved.** Data Source: Education Professional Standards Board

**Performance Indicator 2.4.2. Increase local board and central office emphasis on high student achievement**

*Note:* During 2002-2004, local school boards implemented Senate Bill 168 (2002 GA). This legislation required school boards to analyze the performance of student subgroups, develop plans for eliminating differentials, conduct a public hearing and monitor results annually. This effort will continue.

**Other Significant Accomplishments Related to the Goal:**

All 2002-2004 comprehensive district improvement plans and categorical program budgets for state and federal program funds are posted on the KDE website for public access and review. The majority of schools have also posted their 2002-2004 comprehensive school improvement plans on the website.

### GOAL 3: STRONG AND SUPPORTIVE ENVIRONMENT FOR EACH SCHOOL AND EVERY CHILD

KDE administers a variety of programs which provide resources to schools to remove barriers to learning and assist children and families. These include school health programs, breakfast and lunch programs, safe and drug-free schools, family literacy, community education, and family resource/youth services centers (administered through the Cabinet for Families and Children). Each of these programs has specific initiatives aligned with KDE objectives. In addition, KDE distributes state and federal funds to schools and sets standards for school buildings and school buses.

#### Objective 3.1. Every child and teacher in a safe and caring environment

Status: **Action Plan in Progress**

Working with local districts and other partners, KDE provides a variety of resources for improving attendance, increasing student and teacher safety, ensuring compliance with student health standards, increasing participation for eligible students in breakfast and lunch programs, and providing safe buildings. KDE, with assistance from other partners including the Department of Public Health, state universities, and the Cabinet for Families and Children, has drafted a Comprehensive Plan for Coordinated School Health. This plan focuses on teaching and modeling health lifestyles for children and youth involving parents and citizens, state and local education agencies, and state and local public health agencies.

##### Performance Indicator 3.1.1. Increase student attendance; decrease habitual truancy

*Note:* See attendance data in Performance Indicator 1.1.3. The Department for Juvenile Justice addresses habitual truancy on an individual student basis, but data are not compiled currently.

##### Performance Indicator 3.1.2. Increase student and faculty health

###### Students with Required Medical Examinations

	Year	Percentage of Students	
		P-1	Grade 6
Baseline	2000-2001	94	
Actual	2002-2003	98	96
Target	2005-2006	100	100

###### Students with Required Immunizations

	Year	P-1 Students (MMR and Hepatitis)	Grade 6 (MMR)	Grade 6 (Hepatitis)	Age 6 or Younger (Chicken Pox)
Baseline	2000-2001	94			
Actual	2002-2003	98	99	91	95
Target	2005-2006	100	100	100	100

*Note:* Data Source: School Health Activity Reports (KDE)

##### Performance Indicator 3.1.3. Decrease violent incidents

### Student Violations of Criminal Statutes and Board Policies

	Year	Types of Violations					
		Part I Crimes	Rate per 1,000	Part II Crimes	Rate per 1,000	Board Policy Violations	Rate per 1,000
Baseline	1999-2000	942	1.5	6,887	10.9	85,367	136
Actual	2003-2004	510	0.8	5,518	8.7	85,714	136
Target (10% reduction)	2003-2004	<b>786*</b>		<b>6,625*</b>		69,935	
Target (3% annual reduction)	2005-2006	<b>739*</b>		<b>6,233*</b>		65,802	

**\*Target Exceeded**

*Notes:* Part I crimes are aggravated assault, arson, burglary, homicide, rape, theft and robbery. Part II crimes include simple assault, drug and alcohol violations, petty theft, curfew violations, possessing firearms, gambling, etc. Local board policy violations are not violations of law; however, local board policies are designed to ensure an orderly learning environment. Kentucky has no persistently dangerous schools based on criteria developed in compliance with the federal No Child Left Behind Act. Data Source: Center for School Safety Annual Reports

Performance Indicator 3.1.3a. Ensure that all schools are drug free

### Drug Violations and Drug Free Schools

	Year	Drug Violations	Per 1,000 students	Percentage of Schools with No Drug Incidents*		
				Elementary	Middle	High
Baseline	1999-2000	2,036	3.3	96	51	18
Actual	2002-2003	2,811	4.5	95	38	19
Target	2005-2006	1,500	2.5	98	72	52
Target	2013-2014	0	0	100	100	100

*Note:* \*Baseline year is 2000-2001. Data Source: Kentucky Center for School Safety reports and School Report Card files

Performance Indicator 3.1.4. Increase student participation in breakfast and lunch programs

### School Breakfast and Lunch Program Participation

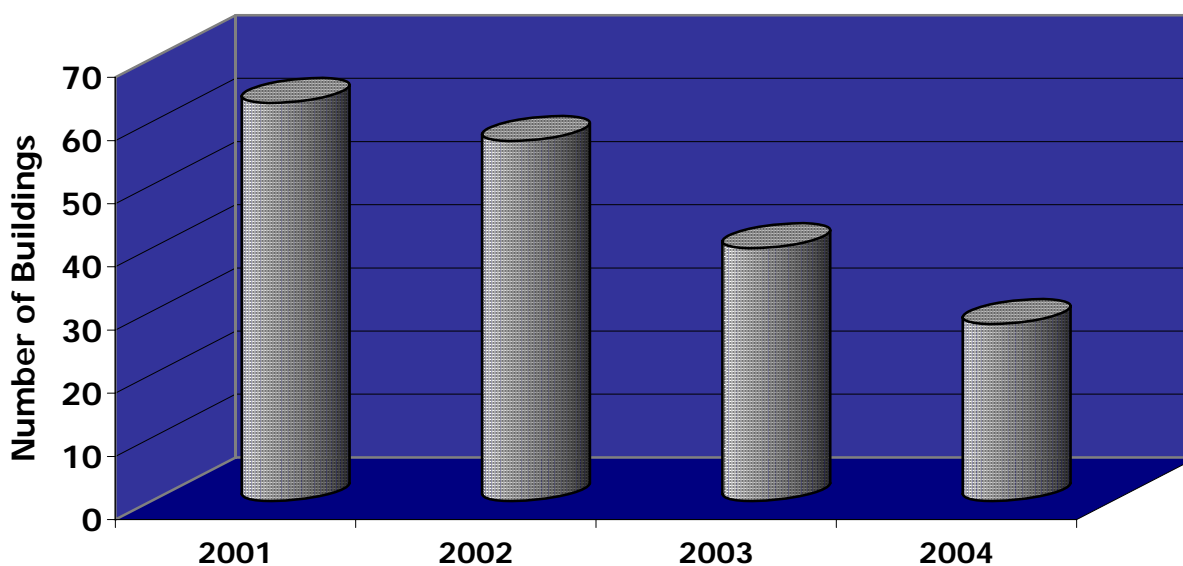
	Month/Year	Average Daily Participation			
		Breakfast	Percentage	Lunch	Percentage
Baseline	10/2000	168,764	29.2	469,001	71.8
Actual	10/2004	203,939	33.0	507,310	76.0
Target	10/2006	193,420	32.1		



*Note: Initial target exceeded.* 2006 target is based on 2% annual growth. No target has been established for the lunch program.

Performance Indicator 3.1.5. Decrease school buildings needing major upgrading

**Schools Most in Need of Repair, Renovation or Replacement**



	Year	Number of Level 5 Buildings
Baseline	2001	63
Added by General Assembly	2004	11
Actual	2004	17
Target	2008	0

*Note: Target exceeded in 2004, despite addition by the General Assembly.* Based on age and other standards, Level 5 buildings are those most in need of repair, renovation or replacement. The 2003-2004 state budget provided a significant amount of bonding capacity for upgrading Level 5 buildings. That funding will address more than half of the remaining Level 5 schools. Achievement of the goal by 2008 is contingent on additional funding and the ability to sell bonds. Data Source: KDE Division of Facilities Management

**Objective 3.2. Every child who is behind receiving increased supports**

Status: **Action Plan in Progress**

In 2001-2002, KDE provided schools and districts with a variety of assessment strategies and tools, including reading instruments, that schools and districts may use to keep track of student progress so that struggling students are identified quickly and receive effective help immediately. KDE provides targeted resources to schools to help them meet both academic and non-academic needs of students.

Performance Indicator 3.2.1. Decrease students scoring novice and apprentice

*Note:* See indicator 1.2.1.

### Performance Indicator 3.2.2. Respond more quickly to students needing help

*Note:* A direct measure of how quickly schools respond to student needs is not currently in place. See Performance Indicators 1.1.1 and 1.1.2.

### Performance Indicator 3.2.3. Improve delivery of services to students at risk

*Note:* Data indicating how thoroughly schools respond to needs of “at risk” students is not currently collected. See pre-school data under indicator 1.1.4.

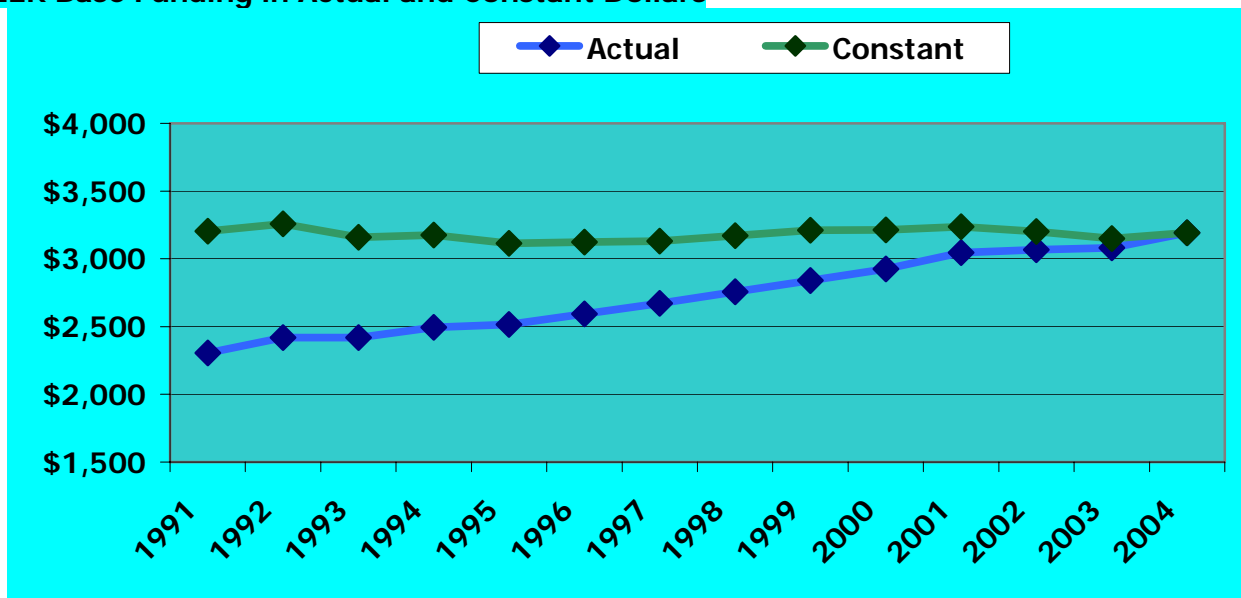
## Objective 3.3. Every school with sufficient instructional resources for high achievement

Status: **Action Plan in Progress**

KDE’s historic statutory role has been to distribute state and federal funds to districts and schools fairly and equitably. KDE has conducted studies concerning the adequacy of funding to support KERA, including Support Education Excellence in Kentucky (SEEK) and other programs. In addition, in conjunction with partners and the General Assembly under Senate Bill 402, a small number of districts are participating in a pilot on differentiated compensation for teachers. The impact of these programs is being evaluated by third party compensation specialists.

### Performance Indicator 3.3.1. Increase resources through SEEK and distribute more equitably

**SEEK Base Funding in Actual and Constant Dollars**

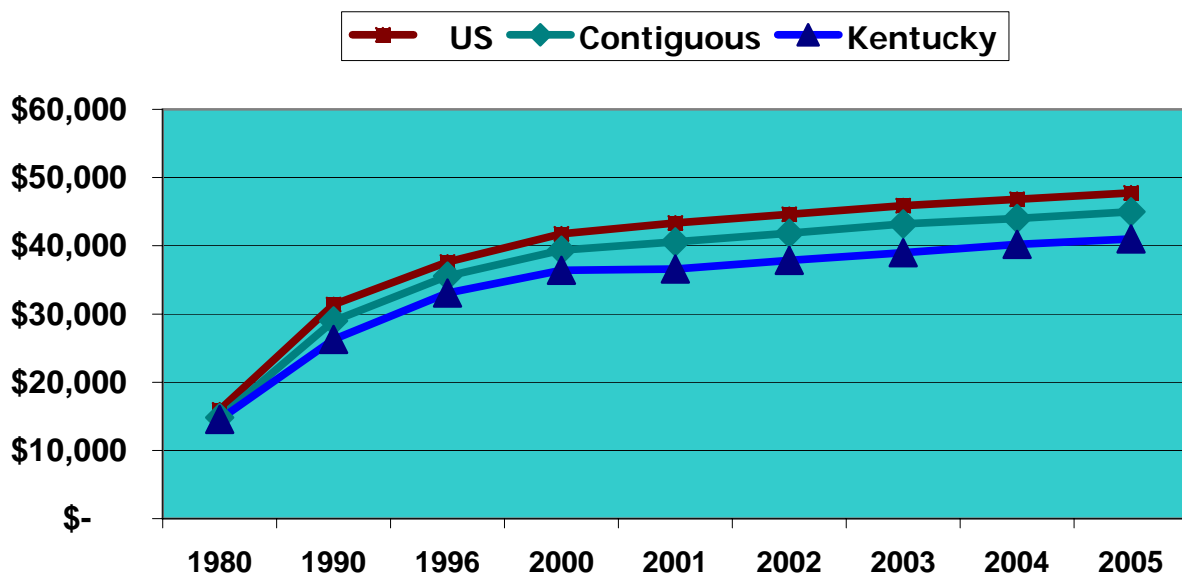


*Note:* Since 1992, in conjunction with the General Assembly and others, KDE has regularly commissioned third parties to analyze SEEK funds distribution. Those studies have consistently concluded that SEEK has eliminated the inequities that existed prior to 1990; i.e., relative to the needs of students, state aid is distributed fairly. In 2003, two studies commissioned by KDE concluded that overall SEEK funding is inadequate to meet the needs of all students. One study calculated the cost of adding services which have been demonstrated to be effective in other states but which Kentucky does not provide. The second study was based on Kentucky educators’ judgment of what resources they need to ensure that all students reach proficiency. Based on the study findings, in June, 2003, the Kentucky

Board of Education unanimously approved a resolution supporting increased funding to support Kentucky schools. Achievement of the objective depends on future appropriations.

Performance Indicator 3.3.2. Increase average teacher salary

Average Teacher Salaries



	Year	KY Average	US Average	KY as Percentage of US	Adjacent States Average	KY as Percentage of Adjacent States
Baseline	1999-2000	\$36,380	\$41,724	87.1	\$39,358	92.4
NEA Estimate	2004-2005	\$41,002	\$47,750	85.9	\$44,970	91.2
Target	2005-2006			100		100

*Note:* The adjacent states are Illinois, Indiana, Missouri, Ohio, Tennessee, Virginia and West Virginia. Data Source: US Department of Education, Digest of Education Statistics, 2002, and National Education Association, Rankings and Estimates, 2004

## Performance Indicator 3.3.3. Decrease curriculum gaps through technology

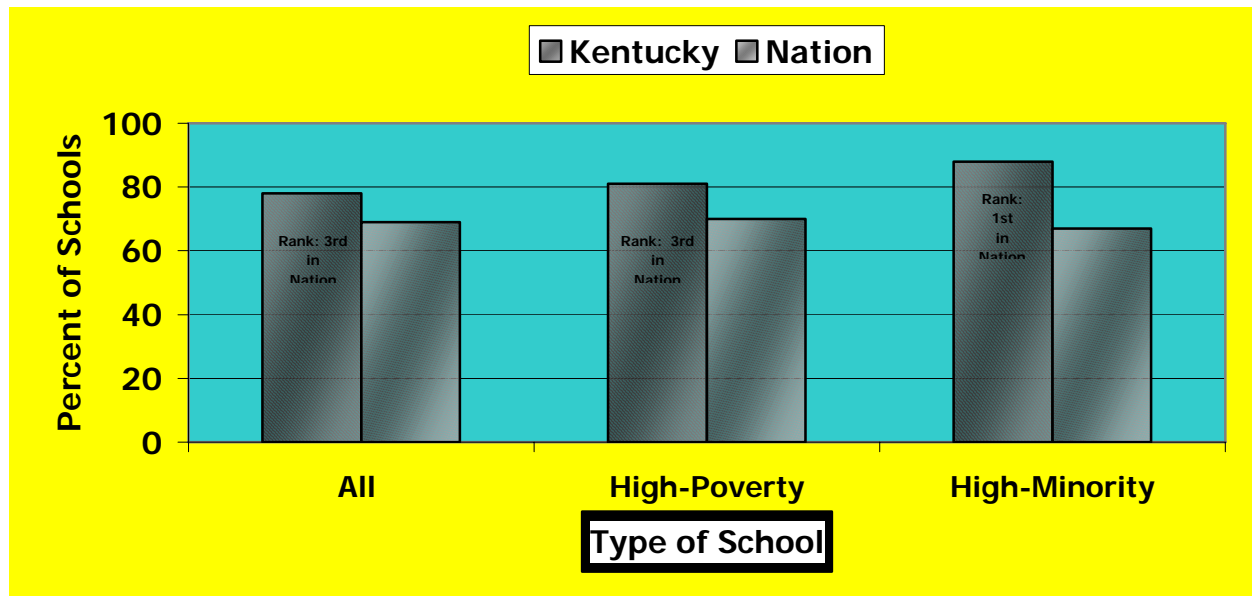
*Notes:* See Performance Indicator 1.2.3.

## Performance Indicator 3.3.4. Improve technology access and use

**Schools with Student Technology Leadership Programs**

	Year	Percentage of All Schools	Districts with at Least One Program
Baseline	2000-2001	63.8	
<b>Actual</b>	<b>2004-2005</b>	<b>91.4</b>	<b>176</b>
Target	2003-2004	100	176

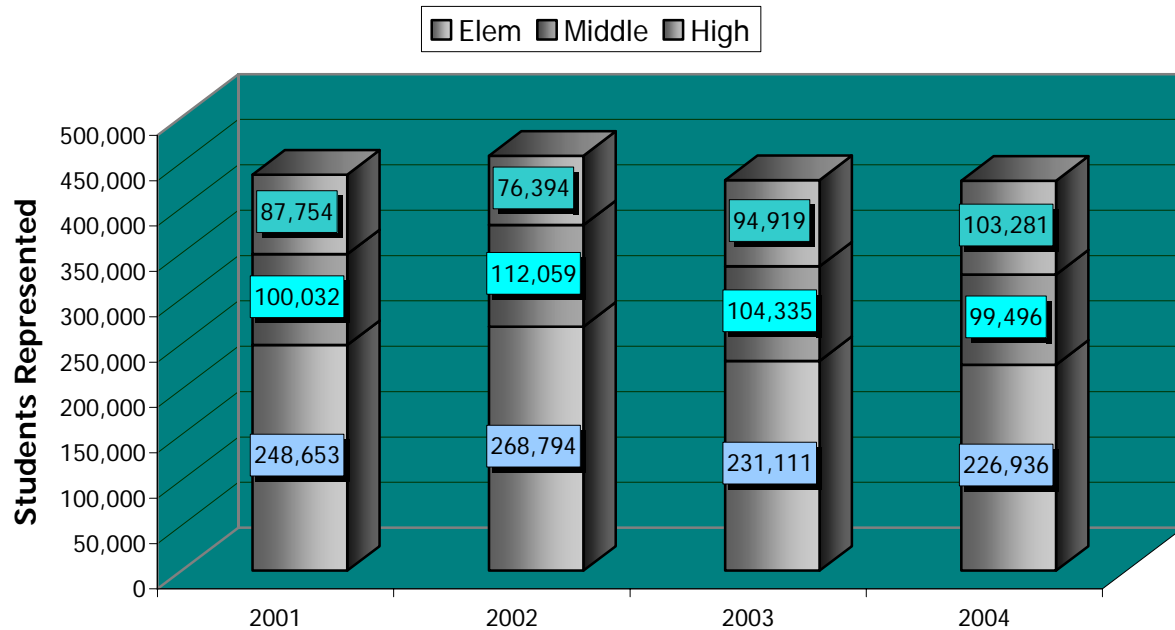
*Note:* Data Source: Office of Education Technology

**Equity of Access to Computers: Percentage of Students Using by Type of School****Objective 3.4. Every family involved in their child's learning**

Status: **Action Plan in Progress**

KDE's focus is on increasing schools' positive contacts with parents, more parent participation in School Based Decision Making (SBDM), and parents and schools working as partners on behalf of the child through increased participation in parent-teacher conferences and the development of individual graduation plans.

## Performance Indicator 3.4.1. Increase participation in parent-teacher conferences

**Students with Parents Attending a Parent-Teacher Conference**

	Year	Students Represented	Percentage of Students Represented		
			Elementary	Middle	High
Baseline	2000-2001	411,437	79	63	52
Actual	2003-2004	429,713	82	62	59
Target	2005-2006	510,000	95	85	85

*Note:* Data Source: School Report Card files. The goal is based on the current performance of the highest performing schools and National PTA standards.

## Performance Indicator 3.4.2. Increase parents involved in school decisions

**Parents Serving on School Councils and Committees**

	Year	Parents Serving	Average Number per School		
			Elementary	Middle	High
Baseline	2000-2001	15,154	12	13	13
Actual	2003-2004	12,794	11	10	11
Target	2005-2006	22,000*	17	17	17

\*2 parents per council plus 15 on committees

**Parents Voting in School Council Elections**

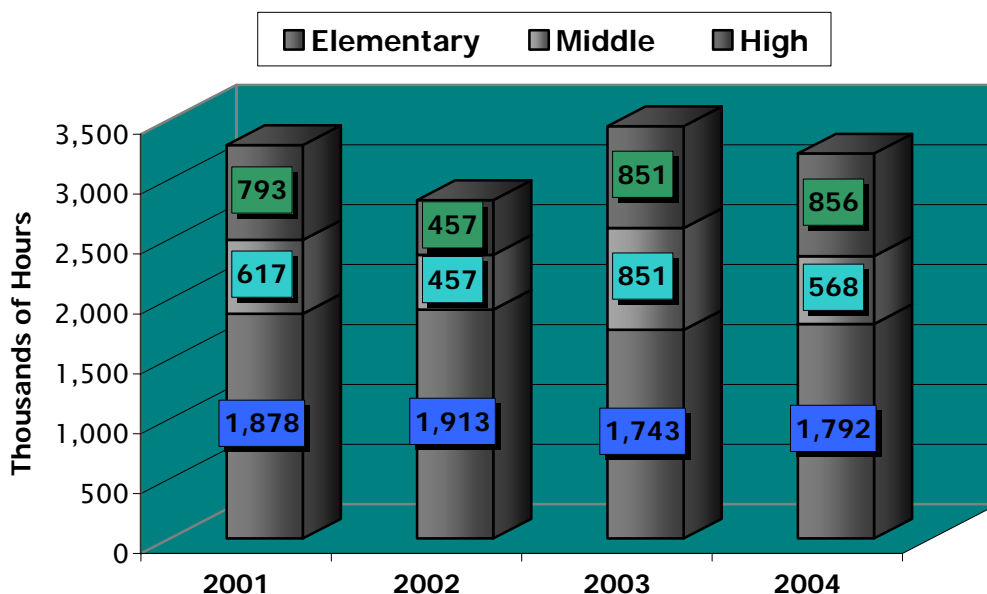
	Year	Number	Voters as a Percentage of Enrollment
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		Voting	Elementary	Middle	High
Baseline	2000-2001	72,510	15	11	7
Actual	2003-2004	69,279	15	10	7
Target	2005-2006	110,000	20	20	20

*Note:* Data Source: School Report Card files

#### Performance Indicator 3.4.3. Increase parent volunteer hours

##### Hours Worked by Parent Volunteers



	Year	Hours Volunteered	Hours per Student		
			Elementary	Middle	High
Baseline	2000-2001	2,732,820	6.0	4.0	5.0
Actual	2003-2004	3,216,826	6.5	3.5	4.9
Target	2005-2006	4,500,000	7.5	7.5	7.5

*Note:* Data Source: School Report Card files

#### Performance Indicator 3.4.4. Increase parent involvement in Individual Graduation Plans (IGPs)

Target 75% of parents involved by 2005-2006

*Notes:* Currently, data are not collected on parent involvement in IGPs, but could be included in the parent involvement information on the School Report Card.

#### Performance Indicator 3.4.5. Increase literacy and parenting skills of parents in the lowest level of adult Literacy

## Family Literacy Services

	Year	Counties Served
Baseline		
Actual	2003-2004	120
Target	2003-2004	120

*Notes:* **Target achieved** through the Council on Postsecondary Education and the Workforce Development Cabinet to require family literacy as part of adult education services. Progress in adult education programs is tracked through the Department of Adult Education and Literacy, with comparable data collection from KDE-funded family literacy programs.

## Objective 3.5. Every community involved in children's learning

Status: **Action Plan in progress**

KDE's action plans focus on extending community education efforts, expanding community literacy initiatives and increasing job-based learning opportunities for students.

### Performance Indicator 3.5.1. Increase community support for public education

#### Counties with Community Education Programs Supporting Student Learning

	Year	Percentage of Counties
Baseline	1999-2000	50
Actual	2002-2003	100
Target	2002-2003	70

#### Kentucky Schools of Promise Volunteer Programs

	Year	Percentage of Counties with Programs
Baseline		
Actual	2002-2003	42
Actual	2003-2004	45
Target	2003-2004	50

*Note:* Data Source: Division of Student, Family and Community Support Services